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ABSTRACT

This report describes selected examples of the developments of vocational home economics education in the areas of consumer and homemaking education, occupational home economics, home economics teacher education, and curriculum development. Prompted by the passage of the Vocational Education Act of 1963, and later amendments, the home economics program broadened its scope to provide additional developmental training and services for a more varied population with a multiplicity of needs and expectations. Programs now make it possible for participants to enroll in comprehensive courses in all areas of their interest. An attempt has been made to include programs that show the range of individuals and families being served and ways of assisting them as consumers, in the improvement of their home environment, the quality of their family life, and their preparation for employment. Further, there has occurred a movement to develop career education experiences for children and youth throughout the U.S. (Editor/SN)

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SELECTED HIGHLIGHTS

IN

VOCATIONAL HOME ECONOMICS EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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FOREWORD

This report describes selected examples of highlights from developments in vocational home economics education -- consumer and homemaking education and occupational home economics -- and teacher education and curriculum development. These highlights show developments in vocational home economics education under the provisions of the Vocational Education Act of 1963, and Part F, for Consumer and Homemaking Education of the Vocational Education Amendments of 1968. They have been selected from the State Annual Descriptive Reports for Vocational and Technical Education, from reports given at the 1971 - 1973 workshops on vocational home economics education sponsored by headquarters home economics education staff and regional staff of the Division of Vocational and Technical Education, and those submitted by State Supervisors of home economics education.

An attempt has been made to choose highlights of developments in programs to show the range of individuals and families being served and ways of assisting them as consumers, the improvement of their home environments and the quality of their family life, and their preparation for employment. Many illustrations of effective programs were not included due to lack of space.

This report was compiled by Mary Lee Hurt, assisted by Bertha G. King, Education Program Specialists in Consumer and Homemaking Education and Occupational Home Economics

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SELECTED HIGHLIGHTS IN VOCATIONAL HOME ECONOMICS EDUCATION

The Vocational Education Amendments of 1968, Part F, for consumer and homemaking education made available funds to offer programs in vocational home economics education at the secondary, postsecondary, and adult education levels. As a result, it has been possible to expand programs to reach middle and junior high school students, secondary, and postsecondary students, and adults of all ages, including senior citizens. Consumer and homemaking education programs are varied in giving greater consideration to social and cultural conditions affecting individuals and families, in assisting consumers, and in helping individuals to improve their home environments and the quality of their family life. Special attention has been given to new approaches in meeting the needs of those who live in economically depressed areas or areas of high unemployment.

The Vocational Education Act of 1963 gave impetus to the development of occupational home economics programs. There has been an increase in the number of youth and adults being served as well as a broadening of the home economics related-occupations for which training programs are needed and offered.

ENROLLMENTS IN VOCATIONAL HOME ECONOMICS

Consumer and Homemaking Education

Since the passage of the Vocational Education Amendments of 1968, total enrollments in consumer and homemaking education in programs which received Federal funds have increased 47.6 percent. In Fiscal Year 1967, the enrollment totaled 2,129,727 and in Fiscal Year 1972 it was 3,164,292. Eight percent of the total enrollments in Fiscal 1972 were males. Efforts are being made to increase this number since the changing roles of men and women today require that both have preparation for assuming the responsibilities of home and family.

Some of the States have shown a particularly large gain in enrollments from Fiscal Year 1971 to Fiscal Year 1972. Connecticut had an increase from 35,158 to 60,344 and Florida gained from 157,982 to 189,760. The enrollments in Maryland increased from 59,202 to 92,548 and the State of Texas grew from 229,357 to 291,046.

Curriculum revisions over the last five years in many States in consumer and homemaking education make it possible for youth and adults to enroll in comprehensive courses including all six areas of their interest. The following table shows that some areas of home economics have had a greater growth in enrollments than others, which also may reflect some of the particular educational needs of individuals today:

Area of Home Economics	Enrollment-FY'67	Enrollment-FY'72
Consumer and Homemaking (total)	2,129,727	3,164,292
Child Development	64,812	138,589
Clothing and Textiles	285,964	364,659
Consumer Education	4,924	102,055
Family Relations	95,367	190,397
Food and Nutrition	62,348	222,552
Home Management	38,576	55,897
Housing and Home Furnishings	73,562	105,296
Comprehensive Consumer and Homemaking and Other	1,428,190	1,992,540

Occupational Home Economics

The total enrollments of youth and adults in occupational home economics in the Fiscal Year 1965, the first year after the impetus given by the Vocational Education Act of 1963, was 14,169. By Fiscal Year 1966 this number had increased to 41,846, and by Fiscal Year 1972 the total was 279,358. Fifteen percent of the enrollments in Fiscal Year 1972 were males. The great increase in total enrollments reflect the work of home economics educators in developing curriculum materials and preparing teachers. Also, it reflects the growing number of home economics-related occupations for which training may be offered, job development, and a growing demand of employers to hire trained versus non-trained workers, which, as a whole, are for service-oriented jobs.

Among those increasing enrollment, the States of Illinois and Florida more than doubled their enrollments in occupational home economics from Fiscal Year 1971 to Fiscal Year 1972. Illinois had an increase from 22,579 to 49,169, and Florida gained in enrollment from 12,169 to 27,508 in the one year.

The following table shows the occupational areas in which there have been the greatest growth in demand among students from Fiscal Year 1966 to Fiscal Year 1972:

Occupational Area	Enrollment-FY '66	Enrollment-FY '72
Occupational Home Economics(Total)	41,846	279,358
Care and Guidance of Children	4,038	77,158
Clothing Management, Production and Services	3,889	59,524
Food Management, Production and Services	13,265	77,594
Home Furnishings, Equipment and Services	702	21,278
Institutional Home Management and Services	4,043	8,061
Other Related Areas	15,909	36,040

HOME ECONOMICS AND CAREER EDUCATION

Throughout the nation home economics educators are working as part of vocational and all-school teams in developing career education experiences for children and youth. In Ohio, for instance, leadership for curriculum development and implementation of career education in grades K-6, has been assigned to one of the members of the State supervisory staff in home economics education. In Nevada, the State supervisor was assigned for about six months to give leadership to the State-wide developments in career education.

In Florida, homemaking is considered as one occupation, like any other, for which all individuals need preparation, along with preparation for a second occupation outside the home. Also in Florida, as well as in Arkansas and Kansas, exploratory experiences in the world of work and the development of desirable work habits and attitudes for employment are included as part of consumer and homemaking offerings in the junior high school. In Georgia, 8th grade students are scheduled on a rotating basis for exploratory experiences to learn about careers related to business education, agriculture, home economics, and industrial arts.

One of the 1971-72 State officers of the Future Homemakers of America in Minnesota initiated a State-wide career awareness project for elementary children entitled W.O.W., the world of work. They worked with third graders in helping them become aware of all of the jobs held by different people in different parts of our nation which are involved in making it possible to have an orange for breakfast.

Materials on career education for use by consumer and homemaking teachers and students have been developed in Iowa. In North Dakota, Career Development tapes, a series of 27 cassette taped interviews with persons in home economics-related occupations and professions, are being widely used. These were developed in cooperation with the State Exemplary Project. During the summer of 1973, 20 teachers in Arkansas worked with the State supervisory and teacher education staffs in home economics developing career education materials for use by all consumer and homemaking teachers. These materials will insure a greater participation of these teachers in the State-wide thrust on career education.

Consumer and homemaking-related occupations are included as one of the fifteen career clusters identified by the U.S. Office of Education. Included in this cluster are sub-clusters of occupations which utilize knowledge and skills in home economics. These include occupations in the food service industry; the clothing, apparel, and textile industry;

in child care, guidance, and teaching; in family and community services; in institutional and household maintenance services, and dual-role homemaking. Training programs for youth and adults are offered for these sub-clusters of occupations which prepare individuals for entry level jobs as well as advanced level jobs which require less than a baccalaureate degree. Those who desire may continue their education to prepare for a variety of professional fields in home economics.

CONSUMER AND HOMEMAKING EDUCATION PROGRAMS FOCUS ON NEEDS OF INDIVIDUALS AND FAMILIES

Students are Helped to Stay in School

Consumer and homemaking teachers are involved in various programs which encourage students to stay in school. In schools in the major cities in Ohio, almost 2,000 eighth and ninth grade potential dropout girls enroll each year in an especially designed program called "Impact." Emphasis is given in the double period classes to personal development, interpersonal relationships, and consumer education. Teachers have time in their daily schedules for visiting the student's homes, counseling parents about the importance of education, and offering classes for the mothers. The dropout rate for 9th graders has decreased from 20 percent to almost zero since "Impact" was initiated.

In Albuquerque, New Mexico, 50 boys and girls, 12 to 18 years of age, who cannot function in a regular school program, are enrolled in a program called HOPE. One consumer and homemaking teacher and one aide work with these students full time in a less structured program than regular school. Students contract to do short units on subjects such as career exploration, care of self and clothes, care of home, food buying and preparation, crafts. Emphasis is on acceptance of self and others and human relationships. After one to two years in the program, the majority of the students have returned to regular classes. Also in Albuquerque, the dropout rate of 8th and 9th grade Spanish-American girls decreased from 42 to 2 percent after a child development course was added which provided opportunities to spend a part of each day working with children. Spanish-American girls love children.

A six week summer program for potential dropout middle school girls in Grand Rapids, Michigan, gave them the confidence needed to continue in school. Experiences were provided so that all had successes as they worked on improvement of appearance, how to get along with others, and homemaking projects. Memphis, Tennessee and Moorehead, Minnesota have similar programs.

In Washington, D.C. the "STAY Program" offered after regular school hours helps to rehabilitate students between the ages of 16 and 21 who have dropped out of school. Its function is to offer courses of interest in consumer and homemaking so they may earn credits to provide encouragement for high school re-entry and working for a diploma. A child care

center is available for those students who have children. A similar program is offered at the Center for Occupational Education in Omaha, Nebraska. Dropouts from the regular high schools are receiving individualized instruction in consumer and homemaking as part of their work toward meeting graduation requirements. The atmosphere is informal, child care facilities are available, and the center is determined to rebuild self-concepts with positive school experiences.

Teenage parent programs are offered under the leadership of the home economics department in many schools which make it possible for young mothers, particularly, to continue in school. In Berkley, California, a child care center is provided by the school for the infants and children of school age parents. Young mothers, some fathers, and other students enrolled in child development courses participate in caring for the children under the guidance of a teacher and learn how children grow and develop. In the Granite School District in Utah, a special homemaking center has been set up for pregnant teenagers, both married and unmarried, who do not want to continue in the regular school program. Consumer and homemaking education is a vehicle for teaching mathematics, English, etc., and the girls also receive help in preparation for caring for their babies and their future responsibilities. After confinement some return to regular school and some continue in the special program where provisions in the center are also made for care of the infants by the young mothers themselves.

In five districts in Florida in Fiscal Year 1972, consumer and homemaking teachers were in charge of developing programs to meet the needs of teenage parents. It was anticipated that these programs would grow throughout the State.

Students developing the drug habit in one of the suburban schools near Minneapolis were enrolled in a class with an understanding consumer and homemaking teacher who helped them become involved in meaningful school and community projects which provided alternatives to activities including drugs. They also gained help in understanding themselves and others and in setting goals for themselves. After a year in this program, all enrolled were continuing in school without problems. The drug problem is considered in family living classes, as a part of Future Homemakers of America projects, throughout the nation.

In many schools the consumer and homemaking teacher helps build a bridge between school, home, and even between employer and employee. She visits the homes of the students in order to gain the help of the parents in planning a meaningful consumer and homemaking program. Also, students carry-over classroom learnings into the home and conduct home projects or home experiences. In Georgia, during the Fiscal Year 1972, 49,319 visits were made to the homes of the secondary students to supervise 231,910 home projects. In addition, they visited 7,743 adult students enrolled in consumer and homemaking adult classes and held 9,164 individual conferences with these students. In Louisiana, teachers worked with the families in helping 51,749 students complete 74,173 home projects this same year.

Programs Assist Consumers

"Include consumer education" was one of the requirements for programs receiving funds under the provisions of Part F of the Vocational Eduction Amendments of 1968 for Consumer and Homemaking Education. As a result of this legislation, consumer education has been expanded as a part of all comprehensive courses in consumer and homemaking education, and in many schools specialized quarter- or semester-length courses are offered. In Ohio, the home economics educators on the staff of the State department of education have been designated leaders of a State-wide program in consumer education mandated by the State assembly. Curriculum materials, K-6, have been developed under their leadership and used by elementary teachers. Also teacher guides for all vocational subjects, social studies, and mathematics, giving suggestions for teaching consumer education have been piloted, and teams of teachers are expanding their use throughout the State. In Illinois, many schools offer a semester course in consumer education, available to all students as a part of the consumer and home-making education programs. This offering in consumer education meets the requirements of the State law which stipulates that all students study certain consumer education topics before graduation. In Georgia, New Jersey, New York, Missouri, Washington, and in Michigan where a new program is being developed, the consumer and homemaking teacher serves as the lead teacher in a team approach to teaching consumer education. The teams involve combinations of business education, distributive education, social studies, mathematics, and/or industrial arts teachers. In Washington State and in Georgia, teams of teachers from local school districts have participated in workshops, developed curriculum materials, and initiated interdisciplinary programs in consumer education in their schools. In Georgia, curriculum materials serve teachers, grades K through 14.

Adult education offerings in consumer education have been expanding using innovative approaches in some States. The "Consumer in the Know Project" in McIntosh County, North Dakota, reached 1,004 individuals in Fiscal Year 1973 through 41 public meetings, fliers, and a traveling library. Topics, based on a survey of families in the area, ranged from buying, nutrition for senior citizens to drug education and medical self-help. Senior citizens at a county home and hospital in Wisconsin benefited from a series of lessons in consumer education by learning about the benefits from social security and medicare, how to make a will, government housing available to the elderly, and consumer protection legislation. Also, 45 30-minute TV programs on consumer education were developed and offered for credit or non-credit through the community colleges of California. Approximately 12,000 individuals enrolled in the program for credit. Six 10-minute color films with both English and Spanish soundtracks have been developed in California on consumer education topics. These are: consumer fraud, contracts, in-home or door-to-door sales, repossessions, consumer legislation and deceptive advertising.

Surveys of teenage spending in Kansas have highlighted problems in consumer education needing study. In Oregon, the fact that the State has the highest personal bankruptcy rate than any other State promoted a credit union to fund the development of a guide for the teaching of personal finance. The consumer and homemaking teachers are serving as team leaders in the State-wide interdisciplinary implementation of the use of this guide.

Nutrition Education Expands

Nutrition education has been given an added impetus as a result of the White House Conference on Food, Nutrition and Health, reports of malnutrition from recent nutritional status surveys, and legislation encouraging promotion of knowledge of nutrition. In St. Paul, Minnesota, a nutrition educator has been added to the school district administrative staff. Her responsibilities are to develop curriculum materials and work with teachers in including nutrition education for all students, grades K-12. Secondary students in Iowa schools found the study of nutrition meaningful when they recorded and evaluated the basic food and snacks they had eaten for two days. They also analyzed fad diets. They compared costs of basic foods and various kinds of snacks, of carry-out service, and of eating out versus preparation of food at home. They studied the laws governing enrichment of foods and food labeling, evaluated food advertising, and analyzed the reasons for rising food prices.

In North Carolina, special nutrition lessons were offered to students in grades 5, 9, and 10. Evaluation of the results from this concentrated program showed that the students, after this program, were eating unfamiliar foods in the school lunch without complaint, were selecting more wholesome snacks, and a greater proportion of them were eating breakfast. In many schools, semester- and quarter-length courses are offered in nutrition and foods for upper classmen. These courses are popular with boys and girls.

Senior citizens in North Dakota receive help on buying food and cooking for one or two, penny pinching, and low calorie desserts, avoiding food fads and fallacies, and nutritional needs of the elderly. A course for older citizens on food and nutrition is also being offered by the Nebraska Technical Community College in Lincoln. The classes are held in churches, retirement villages and locations nearby.

Education for Parenthood

Courses in child care/development which offer preparation for parenthood are an expanding part of consumer and homemaking education programs, both for youth and adults. The study of child development is being given increasing emphasis in comprehensive courses in consumer and homemaking. Enrollments in specialized courses in the area have expanded from 4,038

in Fiscal Year 1966 to 77,158 in Fiscal Year 1972. Ir both Montgomery County and Prince Georges County, Maryland, child development laboratories are included as a part of the home economics facilities in most of the high schools. Full year courses in child development are offered for students, grades 10 to 12, which include the study of how children grow and develop from the pre-natal stage through childhood. They learn to enjoy children, to relate to them, and how to guide their development. They learn about the responsibilities of parents and other adults for helping children grow, and the resources available in the community for families with children. Beginning about six weeks after the school term, children are brought into the classroom for four days each week until the last month of the school year. Students work as rotating teams in observing, planning for, and teaching the children, and in doing library research on children.

In Evanston, Illinois, and Arlington, Virginia, children are enrolled in a separate nursery school with their own teacher. The students in the child/care development course take turns observing and assisting with these children. Ir other schools, students observe and work with children in public and pr vate day care centers, in Headstart programs, and in nursery schools in the community.

High school boys and girls in Dixon, California spend one to three hours per day working with children in a housing project for migrants as a part of the child care/development course offered in the high school. This course serves as a motivation for interesting high school students in pursuing additional training for employment or as a career.

Washington State has taken the lead in developing parent cooperative nursery school programs which include a large component of parent education. Thousands of parents are enrolled in these programs in this State each year. An increasing number of children and parents from welfare families are able to profit from being a part of these programs with some help from community agencies which pay the fee required for supporting the teacher of the children. Other families pay this fee, which is not a great expense when shared by all of the families. Individual parents rotate in serving as aides in helping the teachers of the children. The parent education teachers are supported from funds, provided under the provisions of Part F for Consumer and Homemaking Education of the Vocational Education Amendments of 1968, channeled by the State Board of Education to the community colleges and the vocational-technical institutes, for administration. Both children and parents profit from this program. Mothers from welfare families not only gain in competence as parents but also gain self confidence in enrolling in vocational education and secure jobs.

In one community in Washington State, the court is providing parents the choice of giving up their children or enrolling in the parent education program offered by the vocational-technical institute. Parents of abused children enroll in parent education classes and their children are placed in cooperative nursery schools. Working along with other parents they are able to learn effective and loving ways of nuturing children and no longer abuse them. Also they learn how to release their own frustrations in positive ways.

In one community in Wisconsin, enrollment in courses in family living are required of Family Court clients. Enrolled in these courses are single parents, parents of youth from poor socioeconomic areas, potential school dropouts, delinquents, unwed mothers and foster parents.

A new child development program for children and their mothers in Oklahoma provides opportunities for mothers to work with specialists in child development. In Toledo and Zanesville, Ohio, family life education programs involving parents of infants and small children have been emphasizing the importance of the child's early environment in stimulating them to develop and learn. Classes are offered on "Infant Stimulation," with well qualified teachers in child development in charge.

A family life education TV series developed by the community college in Oregon last year reached 5,000 people. Each of the 15 lesson series on "Living with Your Child" was followed with a discussion group led by a parent educator. Many of the Future Homemakers of America projects focus on helping children. In some cases they develop their own projects, in others, they assist with established programs such as day care centers, Headstart programs, and schools for the handicapped or mentally retarded. As they work with children they apply what they have learned in child development classes in understanding children and also gain a better understanding of themselves.

Programs Help Lighten the Load of the Working Homemaker

Since over forty percent of the women in our nation are working outside the home and the number is increasing, emphasis is given throughout the consumer and homemaking program to management, decision making, clarification of values and goals, and the need for sharing in homemaking responsibilities. Part F of the Vocational Education Amendments of 1968 for consumer and homemaking education stipulated that programs "prepare for the dual role of homemaker and wage earner." Home economics educators in all States have adapted programs to meet this need, and especially in Ohio where the total consumer and homemaking curriculum has been reviewed, to emphasize management and decision making. In Kentucky, a new curriculum guide has been developed to help teachers emphasize preparation for the dual role.

In North Dakota, 8th grade consumer and homemaking students were encouraged to look ahead at the preparation they would need for homemaking responsibilities when they interviewed homemakers who were carrying two jobs, one at home and one outside. In New York State, all occupational home economics training programs include the preparation of the homemaker role of the wage earner as a part of the program. Dual role homemakers from the community serve as resource people for consumer and homemaking classes in Kentucky and emphasize the importance of management techniques, work simplification, and planning.

In Union, Iowa, a husband-wife team teaches the family living class of 11th and 12th grade boys and girls. They help young people face up to the important decisions which need to be made in establishing a home and family and in sharing in the decision-making and responsibilities of the home.

An increasing number of males are recognizing the need for preparation for home and family living and are enrolling in consumer and homemaking programs. The number increased from 197,503 in Fiscal Year 1971 to 248,636 in Fiscal Year 1972. Both boys and girls enroll in all the offerings in consumer and homemaking education in many schools. For instance, in Tanier High School, Austin, Texas in Fiscal Year 1973, about one-third of the 600 homemaking students were male. In family living classes, the boys and girls discussed, "who they are and how they relate to others." They discussed "decisions--like sex and drugs, problems with parents, mate selection." In child care/development, they learned what it is like to be parents and the responsibilities which go with children. They become informed and cautious in buying in consumer education classes. In the housing course, they studied how to budget, living in apartments and social issues, such as, urban renewal and city planning. Home economics cooperative education programs also enrolled many boys and girls together in this school.

"Bachelor Living" classes, as well as coed classes, are popular with boys in junior and senior high schools in a number of States. In Fiscal Year 1973, in the State of Nebraska, approximately 1,500 young men enrolled in various consumer and homemaking classes on the secondary level, including a large proportion in "Bachelor Living." The total enrollment in consumer and homemaking in the State on the secondary level was approximately 17,000. "Bachelor Living" courses provide learning experiences on housing selection, furnishing and care, budgeting and consumer education, selection and care of clothes, personal and family relationships, care of children, and buying and simple meal preparation.

Postsecondary Programs Serve Young Adults

Postsecondary enrollments in consumer and homemaking education increased from 26,707 in Fiscal Year 1971 to 30,723 in Fiscal 1972. In Georgia, a semester- or quarter-length course in "Consumer and Family Life Skills"

is required of all students in the postsecondary area vocational-technical schools. Groups of students enrolled in electronics, auto-mechanics, business education, or practical nursing, for example, take this course which is especially adapted to meet their needs. In Kentucky, a similar offering is available as a non-credit seminar for students in the four community colleges and two area vocational schools. Consumer Education, Preparation for Parenthood, Relationships, and Job Responsibilities are topics discussed. Mini-courses of one to three sessions are also popular with these students. A Look at Myself, Choosing a Place to Live, Income Tax, and Buymanship have been topics requested.

In Wisconsin, credit courses in "Consumer Education" and "Marriage for the Now Generation," offered in the postsecondary vocational schools are of interest to students. Also a personal development course is offered Office Occupation students and textiles for Distributive Education students in this State. One postsecondary vocational-technical school in Montana requires that each student enroll in a course on consumer education before he completes his program.

Young Homemakers of the States of Oklahoma, Texas, and Virginia offer an informal way of reaching young adults with consumer and homemaking education. Teachers in local schools serve as advisers to the officers and members in planning worthwhile programs. A member of the State staff in home economics education coordinates the program State-wide. In Oklahoma, the present State project theme is "Reach Out to Children, to Youth, to Senior Citizens." Last year the emphasis was on "Children," and State and chapter programs and service activities centered around this theme.

Middle School Students are Also Served

Middle school consumer and homemaking education programs are growing. The grade levels included in these programs range, in various combinations, from the fourth through the eighth grades. In South Carolina, the program is offered for sixth, seventh, and eighth graders. This program focuses on four areas: Personal Relationships, Personal Health, Personal Environment, and Personal Development. These topics are of special concern to boys and girls of this age level. In Pennsylvania, programs are offered to fifth and sixth graders. In some schools, classes are held in the home economics department and in others, portable equipment and small appliances are taken by the teacher to the elementary classroom as needed.

Sixth, seventh, and eighth graders in Oklahoma participate in a rotating program in industrial arts, creative arts, and home economics. In Vermont, industrial arts and consumer and homemaking teachers are working together to formulate an integrated course for seventh and eighth graders in schools in rural areas where funds are limited. One room facilities are developed with the key word being, "flexibility." Every piece of equipment possible is on wheels.

Programs Serve Individuals and Families in Economically Depressed Areas and with Cultural Differences

Thousands of low income and disadvantaged families have gained assistance with individual and family concerns since consumer and homemaking education programs were expanded under the provisions of the Vocational Education Amendments of 1968. This legislation stipluated that "at least one-third of the Federal funds under this section (Part F) shall be used in economically depressed areas or areas of high rates of unemployment for (consumer and homemaking education) programs. . ." In Fiscal Year 1972, there were 870,954 enrolled in programs in depressed areas.

In junior and senior high schools in these depressed areas, consumer and homemaking teachers are helping students and working with their families on personal development, improving their homes, their use of money and other resources, their management practices, their eating habits, and with the care and guidance of children, and family relationships. They encourage the students to raise their aspiration levels and to develop behavioral patterns and attitudes which will help them enter training, become employable, and as a result, improve their economic status and level of living. Alabama, Arkansas, Illinois, Indiana, North Carolina, and Virginia are among the States where teachers have developed adaptations as a part of their regular consumer and homemaking programs in working with students from economically depressed areas and with cultural differences.

In Montana, workshops for teachers have been offered on "Improving Relevancy of Home Economics for Indian Youth." Indian mothers serve as consultants in the workshops and as resource people for consumer and homemaking classes in local schools. In South Dakota, Indian foods and meals typical of the Indian families are prepared in meal management units. Help on how to make decisions concerning the furnishings and maintenance of their new houses provided under the Public Housing Authority was provided the Yaqui Indians in Arizona. Consumer education classes were also offered for the Cocopak and Quechan Indians in Arizona. Two homemaking centers in Wisconsin are serving the Winnebago Indians. A teacher and teacher aide work in each center to help the Indian homemaker with management, construction and care of family clothing, health and hygiene, nutrition, and consumer problems. In Alaska, consumer and homemaking programs are adapted to the culture and family patterns of the Eskimos.

A special section of consumer and homemaking is offered for Chicano girls in one school in Utah. High priority in the curriculum is given to decision-making as it relates to values and goals. These students are not ordinarily goal-oriented so experiences are deliberately provided in planning and moving toward goals. Interest in school has increased and grades have improved among the girls in the program.

Migrant families around the Portland, Oregon area are reached with consumer and homemaking through the use of a mobile instructional classroom

which is moved along with the teacher, a bi-lingual aide, and instructional materials from camp to camp. In Florida, adult classes are held for migrant homemakers throughout the vegetable and fruit sections of the State. A relocatable classroom laboratory in New York State is moved about the State with seasonal changes in migrant worker population. Here instruction is provided to the families on child care, low-cost home maintenance, furniture restoration, and basic household equipment use. Inner city families are served by a variety of programs to meet their needs. In Detroit, Michigan, a "Forum for Families" is offered for youth and adults in three of the inner-city high schools. Five half-days a week for six weeks during the summer provide opportunities to gain help with child care and development, effective living, family foods, family clothing, consumer education, commercial foods, and commercial clothing. Over 750 fathers, mothers, and youths participated in the first year in Fiscal Year 1971.

The Salvation Army Center in Phoenix, Arizona furnishes space for lessons on consumer and homemaking education for individuals who congregate there. In Boston, Massachusetts, low income Chinese and Spanish families are reached with consumer education and nutrition through their children enrolled in elementary schools.

Workshops for low-income persons have been offered in various locations in Rhode Island. Over 50 percent who have participated were senior citizens.

Comprehensive consumer and homemaking programs reached 20,000 disadvantaged adults in Fiscal Year 1972 at 43 "walk-in centers" in 27 separate locations in inner-city areas of New York State. Eight of the centers are located in the target areas of New York City. Some are in storefronts, others in community centers, housing project apartments, and mobile units. "Drop-In Centers" are provided in the low-income areas in the larger cities in Kentucky. Teachers and aides are available to provide individual help and organized classes for homemakers in the areas. Child care is provided for children of mothers who participate. Programs in these centers are adapted to meet the varied needs of the families being served, but in most cases instruction includes child care and development, consumer practices, maintenance of housing, equipment, and renovation of furnishings, nutrition, wise use of food stamps, and family and community health.

Family Life Education Programs, in cooperation with the local Public Housing Authorities, are provided low-income families in eight major cities in Ohio. Some of these programs are of long standing. The Housing Authority furnishes an apartment or two for classroom space, the large equipment, and some of the supplies, particularly fabric for making curtains for the apartments. Consumer and homemaking teachers are stationed in the centers to

provide individual and group instruction for families in the Housing Project. "Connectors" are employed from the tenant group to assist the teachers, recruit families to take advantage of the instructional programs and of the community services available to them. Care of children is provided and parents observe their children with others as a basis for participation in parent education classes. A series of six lessons on orientation to apartment living and how to care for an apartment and equipment is required by a number of Housing Authorities in Ohio before the tenants may move in.

Some of the other States where consumer and homemaking programs are offered for families living in public housing projects are: Texas (El Paso and Dallas have had programs for over 30 years), Puerto Rico (also has a program of long standing), South Carolina, New Jersey, Iowa, Georgia and Colorado. "Project HOME" (Home Owners Managing Their Environment) is a cooperative program between Delta Community College and the local Public Housing Authority in Saginaw, Michigan. Over 150 families have participated in viewing a series of TV programs, in neighborhood forums, and in individual counseling to prepare themselves for home ownership. Concerns with which they have needed special help have been: How to avoid intergroup conflict, new home maintenance and mangement, family budget planning, and credit counseling.

Cooperative programs link the services of Vocational Home Economics and the Home Economics Extension Service or the Public Health Service in serving low-income families in some States. In four rural counties in Illinois, the Home Economics Extension Service has helped to train the teacher aides and has prepared the materials used by the consumer and homemaking teachers in providing individual and group instruction for low-income families living in those counties. In Maine, the consumer and homemaking teachers work with the teenagers and parents of families in the Extended Nutrition Program offered under the Home Economics Extension Service Program.

In Prince Georges County, Maryland, the nutritionist on the County Public Health staff arranges with the Infant and Maternal Health Clinics held on a regular monthly schedule for a consumer and homemaking teacher to offer mini-lessons at the clinics. These lessons are planned for the mothers (or other relatives) who come for services from the clinic while they wait for their appointments. The teacher is on the vocational home economics education staff in the county. Cooperative programs between the Public Health Service and Vocational Home Economics are also offered for low-income families in the clinics held in Atlanta, Georgia, and in Louisiana. Programs are being initiated in Minnesota.

Cooperative teaching, involving teachers of consumer and homemaking and of Basic Adult Education, has helped many homemakers lacking educational advantages who are enrolled in homemaking classes progress toward earning their GED's.

In a number of low-income inner-city and rural areas where disadvantaged families are hard to reach, mobile instructional units are being used to take consumer and homemaking instruction from one neighborhood to another. (The one used in Portland, Oregon has been mentioned above.) Certified teachers and aides drawn from the neighborhood who are able to relate to the low-income families gain their confidence and offer series of lessons which help them solve some of their home and family concerns. Among the other States where mobile units are bringing instruction in consumer and homemaking education to families are: California, Florida, Georgia, Idaho, Iowa, New York, Pennsylvania and Texas.

A Family Life Stabilization project was carried out in the Wyoming Valley area in Pennsylvania following the flood in June, 1972. A corps of ten consumer and homemaking teachers assisted families stricken by the flood in managing their resources, using Federally donated commodity foods and food stamps, and replacing and renovating clothing and home furnishings. They also helped them to adjust to changed environments since many families had to leave their homes, live in trailers, and in new locations.

Programs Serve the Handicapped and Those With Special Needs

Vocational home economics programs are being expanded to serve more handicapped youth and adults. For Fiscal Year 1971, there were 35,833 handicapped students enrolled in consumer and homemaking programs, and in Fiscal Year 1972 the number served was 55,888. In occupational home economics 7,998 were handicapped students in Fiscal Year 1971; in Fiscal Year 1972, this number increased to 13,708. Facilities for teaching have helped to make it possible to expand programs for the handicapped.

A wheel chair kitchen has been added to the homemaking suite in the Melvin C. Sharp Health School for physically handicapped elementary and secondary students in the District of Columbia. This facility will also be used for classes for adult homemakers in the District.

In nine counties in Florida, new facilities have been constructed to serve handicapped persons. Both consumer and homemaking and occupational home economics programs are being offered in these facilities.

Eighty-one percent of the handicapped students attending the Diagnostic, Adjustive, and Corrective Center for Learning in Portsmouth, Virginia, are enrolled in consumer and homemaking classes. Activities include the study of grooming and personal hygiene, money management, nutrition and simple meal planning and preparation, clothing, care of children, and development of hobbies.

The goal of the consumer and homemaking program for the deaf in schools in Rhode Island is to help students gain the abilities to become a part of the regular school vocational education program. A special summer program

in home economics for deaf postsecondary students at the vocational-technical college in Claremont, New Hampshire, has been so successful that some students have been able to enroll immediately in the regular school program along with other students.

A commercial food production and management program at Oklahoma School for the Deaf is in its sixth year. Students participate in a cooperative work experience and are successful on jobs. Fashion design and clothing production, management, and service programs have been added to the school's offerings.

Many programs in consumer and homemaking and occupational home economics are offered throughout the nation for the educable mentally retarded. In Idaho, a new curriculum guide for training EMR students for home economics-related occupations has been developed. Since many of these students do not continue into senior high school, it is important to train them in basic occupational skills in junior high school. With careful explicit training methods most handicapped students can learn to successfully hold a job, become financially responsible, and live independently.

CAVE, (Coordinated Vocational-Academic Education) programs in Texas are designed for students with special learning needs. Consumer and homemaking teachers cooperate with other vocational education teachers and integrate instruction in mathematics, science, English, and social studies to be more meaningful than regular courses. As a result, students have reached their maximum in personal development and become employable in a variety of entry level jobs. Project LIFE, (Learning for Individuals, Families and Employment) offered in Keene, New Hampshire, provides high school girls who do not participate in regular school programs with skills so they may take their place in their homes, become a part of society, and enter employment.

Another example of a successful program is in Highview School in Alabama where a class of mentally handicapped students renovated an old building into a beautiful home economics facility. In addition to renovating old furniture, making draperies and other furnishings and accessories, these students learned to feed and clothe themselves and their families, housekeeping skills, and how to care for the sick. The skills they have gained can be utilized in both homemaking and wage earning.

OCCUPATIONAL HOME ECONOMICS PROGRAMS TRAIN PERSONNEL TO PROVIDE INDIVIDUAL AND FAMILY SERVICES

Occupational Home Economics Programs Expand

New opportunities have been emerging for personnel trained in all areas of occupational home economics. The emphasis given in our society to meeting human needs of children, the aging, and care of other people, and the changes in family life styles have increased the demand for paid services both inside and outside the home. Home economics education personnel in State departments of education and in local schools have been working closely with agencies, businesses, and industries which hire their trainees. They seek their help in curriculum development, in providing cooperative work experiences, in identifying jobs, and in placement.

Teacher education programs have been expanded to offer special training for teachers of occupational home economics. Teacher certification requirements have also been revised. Helping students become employable and relating offerings to career education is one emphasis throughout the consumer and homemaking education curriculum. Occupational training programs build on this foundation.

In Texas a list of approved occupations guides the development of occupational home economics programs. This list may be expanded from time to time. Those approved for 1972-1973 were: art and craft aide, bridal consultant, child care aide, clothing assistant, companion to the elderly, consumer aide, dietitian aide, fabric coordinator, fashion coordinator, floral designer, food caterer, food service employee, home furnishings aide, housekeeping management assistant, physical fitness assistant (includes nutrition), tester of household equipment, tester of foods, tester of textiles.

In Puerto Rico adults are offered training and retraining for ten different home economics-related occupations.

The community colleges in California increasingly continue to play a major role in meeting the demands for preparation of well-trained individuals to be employed in a variety of early childhood education programs. A total of 58 community colleges offered these programs last year. In this State, a definite plans has also been developed for articulation between the training of child care aides on the secondary level, the training of child development assistants or associates on the postsecondary level, and four year college programs where professionals in child development are prepared.

Training programs for food service supervisors are offered on the postsecondary level in cooperation with the State Dietetic Association in Tennessee, Oklahoma and the District of Columbia. These programs require 90 hours of classroom work and 90 hours of supervised work experience in an approved hospital. Graduates of approved programs are eligible for membership in the Hospital Education Institutional Food Service Society (HEIFS). Dietary technicians are also trained in Tennessee to meet the requirements of the American Dietetic Association.

In a number of States, training programs are offered school food service personnel. In West Virginia, an itinerant teacher travels around the State offering inservice training for school lunch managers. In Minnesota, a State-wide program for training school lunch cooks is in progress. Five hundred school lunch managers in New Mexico profited from training programs offered in Fiscal year 1972. Galley cooks for the fishing vessels are trained in Alaska as part of occupational home economics offerings.

In Brighton High School in Utah, a comprehensive "dry cleaning and alterations" program was introduced three years ago. Equipment comparable to a dry cleaning establishment, except for the actual chemical washer, was purchased and installed. A regular shop has been operating with the exception of the clothes being taken each day to a cleaners. They are processed at a contracted rate and returned the next day for pressing. Power machine operation is taught to the same group. There are actually eight basic skills taught on a station assignment which are rotated. All students are also given on-the-job experience.

Occupational Programs Serve Persons with Special Needs

A pilot-demonstration program in Colorado was conducted to train individuals from economically depressed neighborhoods as homemaker aides to help disadvantaged shut-ins. This program was successful and has been adopted as a regular vocational program at community colleges in several parts of the State. In the pilot program, 165 individuals, most of whom were on welfare, were in training over an 18 month period. Of the 165, all but 9 were employed within a month after completing the training in housing projects and nursing homes, or they were continuing their education. Eighty-nine were removed off of welfare, and 46 others had incomes large enough to no longer be eligible for food stamps.

In Missouri, a food service program for veterans resulted in all trainees securing jobs. In the State penitentiary in Puerto Rico, inmates, some of whom were drug addicts, received training for employment when released as assistant seamstresses, alteration workers, food service workers, and assistant interior decorators.

In an area vocational-technical center on an Indian reservation in Minnesota, food service training and tailoring are offered. In South Dakota, Indian students in boarding schools are trained as home management assistants.

"Crafts for Income" is a program in Wisconsin offered to Spanish-speaking women needing supplementary income. "In-Home and Family Day Care" is also offered to large numbers of AFDC mothers in this State. Licensing standards require training which makes it possible for mothers to care for other children in their own homes and thereby earn a living.

Cooperation Established with Industry

In Alabama, as a new apparel industry comes to the State a person on the staff of the State department of education works with the management to learn any new techniques needed by workers. This person is responsible in turn for updating all of the teachers of clothing production training programs. The teachers are clocked for efficiency to be approved. Four training manuals have been developed. In Mississippi, the apparel industries furnish the schools with the latest equipment to insure that trainees have the most up-to-date job preparation possible. The demand for workers in clothing production, management and service has grown as industries recognize the value of trained workers. The clothing industries training programs in the Trust Territories are also growing. A Micronesian instructor is required for twenty students. One group of 12 students made over 300 garments for themselves, for other students, staff and the public during Fiscal Year 1972. Quality and efficiency are stressed.

The National Restaurant Association, for three years, has cooperated with State departments of vocational education in co-sponsoring one week "Institutes for Commerical Foods Teachers." In 1971 one institute was held in Illinois, in 1972 institutes were held in Illinois, Minnesota, Missouri and Washington State. A third one was held in Illinois, a second in Minnesota, and the first one in Michigan, Mississippi, New Mexico and Virginia in 1973. Approximately 40 food service teachers enroll in each institute. Communication channels are opened with the local restaurant associations in each case so that teachers may follow through to secure their help in program development. Opportunities are also provided to visit behind the scenes of a number of varied quality food service establishments and to talk with managers and employees. In most instances follow-up workshops have been offered by the cooperating colleges or universities which help the home economics teachers to supplement their preparation for teaching in the food service field.

Some type of supervised work experiences are included as a part of all training programs in occupational home economics. In a growing number of States cooperative work experiences are offered, and students are placed on regular jobs with pay. Colorado, Illinois and Texas are three States which have spear-headed this effort. In St. Louis, Missouri, a home economics coordinator has been hired to work with employers in locating work stations for

cooperative students and to be responsible for placement. High records of placement is the goal of all training programs. In Fiscal year 1972, in Georgia, 81 percent of the trainees in secondary occupational home economics training programs were placed in the area in which they were trained.

In communities where it is not possible to arrange for cooperative work experience, simulated learning experiences are offered at school. For instance, at the DeLawarr High School in Delaware, the food service students set up their own restaurant, the "Candlelight Inn". Three days each week they serve lunch for faculty members. They work with the Distributive Education Department on management and sales and the Business Education Department on typing skills and bookkeeping procedures. Another example is a food service program with the cluster concept in operation in the Davis School District in Utah. A restaurant is operated part of the year. Rotating experiences in the school lunch facility are a part of the total offerings and all students have on-the-job experiences.

THE FUTURE HOMEMAKERS OF AMERICA - HERO AN INTEGRAL PART OF PROGRAMS

Almost 450,000 junior and senior high school youth in 11,283 chapters participated in the programs and projects of the Future Homemakers of America, the national organization for students studying home economics, during 1972-73. Of these, 16,305 youth in 634 chapters were members of HERO chapters, which take their name from the first letters of Home Economics-Related Occupations.

Future Homemakers of America chapter activities add the dimension of practical experience to classroom learning by developing individual and group initiative for the improvement of personal, family and community living, and for career development. FHA chapters place major emphasis on the homemaking aspect of the multiple roles of individuals and include exploration of home economics careers and occupations. HERO chapters place major emphasis on preparation for jobs and careers in home economics-related areas combined with recognition that workers also fill multiple roles as homemakers, parents, and community leaders.

The new FHA program of work being launched in the summer of 1973 encourages individual members and chapters to plan and carry out what is being called, "Impact" projects. Such projects, selected in relation to personal, family, and community needs, may involve working with children in the community; for example, such as a project developed by a member of the Waipohu, Hawaii chapter. She organized a club for young boys, ages from six to eleven years, in her neighborhood. They called the club, "The Rascals", and they planned many activities which gave them leadership experiences and constructive things to do with their leisure time. Another FHA project with children grew out of the ninth grade study of child development in Nova High School, Redding, California. Working with FFA members in the school they constructed a playhouse for the Head Start children in the community.

Senior citizens are served by many FHA chapter projects. In Magnolia, Mississippi, FHA members visit the aging in their homes and nursing homes. Also as an outgrowth of their consumer and homemaking classes they alter store-bought clothes to fit the aging figure, help some of them cook, shop and clean, and have fun sharing what life was like when they were young and what it is like for youth today.

"Young Consumers in Action" is a State-wide project in New Jersey, conducted by the Future Homemakers of America and the other Vocational Education student organizations, DECA, FBLA, OEA, and VICA. Nine teams representing the State have sponsored regional and State meetings for youth in response to their concerns as consumers. Also they have sponsored programs on consumer education for senior citizens and Parent-Teacher Association meetings. One team at Christmas time also checked toys for safety in the stores in the area.

FHA members participate in many community projects. They have been active in the "Keep America Beautiful" campaign and have sponsored varied community clean-up campaigns and anti-pollution projects. Some of their projects extend internationally. Working with the Peace Corps School Partnership Program, the Fairbanks, Ohio FHA has helped to rebuild a school in Peru, which was destroyed first by an earthquake, then by a flood. The Fairbanks chapter raised money to help build the school and members plan to become pen pals with the students there.

HERO chapters carry out projects which will supplement their class and on-the-job work experiences. The West Division High School chapter in Milwaukee, Wisconsin has developed a doughnut sales business. They have the responsibility of planning, purchasing of supplies, determining the per unit cost of items, and handling the packaging, labeling and sales. Eventually the food services classes, with the HERO chapter, hope to operate a permanent coffee shop for the faculty.

The Future Homemakers of America are cooperating with the other five vocational youth groups on a project to celebrate the American Revolution Bicentennial. The project is being called BICEPS, and stands for "Bicentennial Environment Program, the Youth Muscle of America." The overall goal is to improve the quality of individual, family and community life.

Future Homemakers of America - HERO programs and projects are planned as an integral part of total home economics education programs in the junior and senior high schools. Activities are planned in relation to overall goals for the programs and are evaluated in terms of their contributions to these goals.

CURRICULUM AND INSTRUCTIONAL HELPS ARE AVAILABLE

Curriculum Guides

The many new developments and changes in both consumer and homemaking and occupational home economics programs have been possible, in part, due to the availability of new curriculum materials. In most States, teachers have been involved in the development of these materials so they have found them helpful.

The trend seems to be for consumer and homemaking education programs on the secondary level to include a foundation comprehensive offering on the eighth or ninth grade consisting of the various areas of home economics. Building on this students are able to elect semester- or quarter-length specialized offerings in different areas -- child development, family relations, consumer education, home management, housing and home furnishings, nutrition and foods, and clothing and textiles. Various combinations of areas are offered for 12th grade students who have had no home economics, for family or adult living, 11th and 12th grade coed classes, and for boy's home economics offerings. In other States, different patterns of organizing the curriculum are being followed.

In Indiana, the foundation offering focuses on only two major concepts in home economics: (1) Consumer Education and Management, and (2) Interpersonal Relationships. Students elect specialized offerings building on this foundation.

In Virginia, the new consumer and homemaking education curriculum is organized around four areas: (1) Cultural Development of the Family, (2) Individual Development of the Family, (3) Management in the Family, and (4) Consumption of Goods and Services in the Family. The entire curriculum is individual- and family-living problem centered. Consumer and homemaking education curriculums, using consumer education as the core, are being tried out in California. A new film, "On Your Own," also developed in that State, highlights new developments in consumer and homemaking education which involve students in real-life problem solving situations.

In Arizona, curriculum guides for semester offerings have been recently developed on Consumer Education and Management, Environmental Housing and Life Styles, and Nutrition and Food. Arkansas has added to its series of guides for specialized offerings, a guide for Family or Adult Living classes, and one for 8th grade programs. A "Personal Finance" guide is available for interdisciplinary use in Oregon. The Home Economics Instructional Materials Center at Texas Tech has published two new guides, "Management and Consumer Education" and "Family Living."

Newly developed guides for all areas of home economics are being used by teachers in South Carolina. Also, in North Carolina, guides are available for comprehensive and specialized offerings for students with various needs. Suggestions are included for a unit or course on "Preparation for Employment" and for "Preparation for Professions."

Resource guides for consumer and homemaking offerings, K-12, have been developed in Florida. Consumer education guides for K-14, in Georgia, and K-12, in California have also been developed. A new "Conceptual Framework for Homemaking Education" has been in use in Texas during Fiscal Year 1972.

In Maine, curriculum materials are helping launch a new course on "Independent Living," which serves students in various vocational areas. "Personal Culture" is a new area developed by home economics and business educators in Missouri. "Working with Disadvantaged Adults" is a helpful guide to the Louisiana teachers. New guides for offerings in "Home Economics for Boys" are in use in Iowa, Montana, and Oregon.

Occupational home economics programs are also being improved with more curriculum materials now available. In Maine and Virginia, "Guidelines for Teachers of Occupational Home Economics" are helpful in strengthening the programs in those States. Several guides for offerings in the different occupational areas are being revised in Florida. New guides on "Food and Hospitality Education," "Employment as a Child Care Aide," and "Fashion Merchandising" are also available in California, and a new guide on "Occupational Home Economics" has been published in Tennessee. A "Program Planning Guide for Vocational Home Economics in Florida" is giving direction for the development of the total program in that State.

In New Mexico, sets of guides have been purchased from the Instructional Materials Center at Texas Tech for each home economics department rather than developing guides for that particular State.

Advisory committees, both on the State and local levels, are providing a real service in evaluating program offerings in consumer and homemaking and occupational home economics programs, and advising in relation to curriculum development. They are particularly helpful in determining the occupational training programs needed in particular parts of a State.

Instructional Materials

Instructional materials of various types have been developed for the improvement of teaching. In a number of States, especially in Florida, Pennsylvania, Wisconsin, Washington State, and Texas, individualized learning packets have been developed. In New York State, an evaluation

was made of reactions of students to the use of packets. Results showed that the academically able students preferred to develop their own materials and the slower students preferred to work with their peers on group projects rather than using already prepared learning packets. TV tapes on all aspects of consumer and homemaking education are being used on cable television at the Farrell Area School in Pennsylvania. Approximately 50 disadvantaged families are being reached with the programs which are followed up by a visit from the teacher to help them apply what they viewed. Television programs have also been provided in Wisconsin to help senior citizens, the institutionalized, and low income families. The "21 Inch Classroom" is a way of reaching many people with lessons on consumer education in Massachusetts. Ten tapes on Family Relationships are making instruction in postsecondary and adult classes in Wisconsin more interesting.

Resource Centers

Resource centers are making available curriculum and instructional materials for teachers in a number of States. SHARE (Services to Home Economics Activities and Resources in Education) in California coordinates and disseminates help to teachers through a variety of media, publications, and services, including a lending library.

The University of Hawaii's College of Education Library houses a new Consumer and Homemaking Resource Center for Hawaii. All available curriculum and instructional materials are available whenever teachers need them.

Framingham State College in Massachusetts houses a Curriculum Center for Consumer Education and Home Economics. Particularly helpful have been the consumer education curriculum materials and newsletters disseminated from this center.

The "Home Economics Instructional Materials Project" sponsored by the Wishek School District in North Dakota, has made available many career development materials. A series of 27 cassettee taped interviews with persons in home economics-related occupations and professions, developed as a part of the State Exemplary Project in Career Development, have been widely used.

TEACHER EDUCATION

Certification

In a number of States, efforts are being made to identify the competences which are essential for an effective teacher of consumer and homemaking and/or occupational home economics. These may be used as the basis for certification and/or for teacher education curriculum development. Alabama, Florida, Missouri, Pennsylvania, North Carolina, Oregon, Texas, Washington, West Virginia and Wisconsin have been some of the States taking the lead in this effort.

In most States, a related work experience and depth in the subject area of preparation in which one will teach are required for certification for the occupational home economics teacher. In Florida, work experience will also soon be a requirement for certification for teaching consumer and homemaking education since career education experiences are integrated throughout the curriculum. In North Carolina, all consumer and and homemaking teachers are also prepared to teach one occupational area, since in small schools there may be only one home economics teacher who needs to be prepared to teach both aspects of the program.

Standards for Programs

Accompanying efforts to strengthen the qualifications for home economics teachers has been the development and use of standards for evaluation of programs. In Alaska, a set of "Standards for Quality in Home Economics Programs" has been compiled. The standards were discussed at the annual State conference with the teachers and they in turn will use them, with the help of their administrators, in working toward improvements in local programs.

COPES (Community College Program Evaluation System) is being used to evaluate programs in the community colleges in California. Occupational home economics programs as well as those in consumer and homemaking, especially community outreach programs in economically depressed areas, will be evaluated.

In Virginia, the home economics educators are tying in with State-wide evaluations of school programs using the "Standards of Quality and Objectives for Public Schools of Virginia, 1972-1974," voted by the General Assembly of that State. Some of the items to be evaluated are: "A favorable environment for learning," "organizing for achievement of specific objectives," "evaluation of each student's progress reported to him," "working with available resources."

Preservice Education

Preservice programs for preparing home economics teachers are undergoing many changes and innovations. Field experiences in working with community agencies and families of differing socioeconomic and cultural backgrounds are included as a part of courses, such as home management, family relations, nutrition and meal management, or a separate practicum is arranged. Ninety student teachers at Cornell University and the State University of New York at Oneonta worked for credit with inner-city schools and community agencies which serve the disadvantaged. Credits are also earned for work experiences in many teacher education institutions, and teaching majors are encouraged to plan their vacation times to improve their competence in the work world. Flexibility and individualization are the key characteristics of many teacher education programs today.

At the University of Missouri and Oregon State University, competences expected of a home economics teacher have been identified as a part of a larger vocational education project. In Florida and North Carolina, competences for teachers have been identified as a part of a State-wide project involving all teachers. In addition, home economics educators at a number of colleges and universities in the States of Alabama, Pennsylvania, Texas, Washington, West Virginia and Wisconsin, are identifying competences to be attained by all teaching majors. Students may test out courses or a part of courses. At the University of Missouri, student teachers participate in a variety of school and community experiences after they have gained a satisfactory level of competence in teaching in the classroom. Instruments have been developed so students may help evaluate their own competence level.

At the University of Maine at Farmington, the preservice education curriculum has been completely analyzed. Major concepts taught in each course have been identified, evaluated for relevancy, overlaps eliminated, and organized into large modules around the areas of food and nutrition, human development and fami'y relations, clothing and textiles and housing and home furnishings. Management and consumer education are integrated throughout. Many individualized learning packets, including preassessment and postassessment instruments, are used. The students help set their own objectives. Experiences with families and work experiences are included prior to and as a part of the student teaching module.

In Texas, more attention is given to preparing teachers to work in multi-cultural schools than has been in the past. Also, in some of the institutions in that State student teachers teach one full-day as a part of the first methods class in helping them become aware of all they need to learn to be a teacher. At the University of Delaware, prospective teachers are introduced to career education in their sophomore year.

In Kentucky, taped intereviews with first year teachers and video-tapes of actual classroom situations help make methods classes meaningful. At South Dakota State University, the senior methods class role-plays how to organize a Future Homemakers-HERO chapter and how to plan the program for the year as an integral part of the home economics curriculum. This experience helps student teachers who have never been FHA members themselves to understand the organization and the role of the adviser. In a number of institutions, the film-strip, "FHA--An Integral Part of the Home Economics Program" has been used to help student teachers understand how to include FHA as an avenue for teaching-learning.

The first emphasis in working with home economics teaching majors at the University of Wyoming is to help them develop as persons, to understand themselves, their own motivations, values, and to cultivate positive relationships with others. From there they move into the study of methods of teaching. Project MATCHE (Management Approach to Teaching Consumer and Homemaking Education) is being developed in California as a prototype model for a preservice teacher education program. The goal is to prepare teachers so they are able to effectively: (1) teach in economically depressed areas, (2) integrate consumer education into the homemaking program, (3) establish youth groups as an integral part of the program, and (4) also, teach home economics-related occupational programs.

Inservice Education

In all States, workshops, conferences, inservice courses, consultant services from State supervisors and teacher educators, and the use of various media are used to help home economics teachers improve their competence in working with youth and adults. In Mississippi and California, a survey of the teachers was made to find their inservice needs. A newsletter has been initiated in Mississippi to supplement conferences and workshops in providing help needed as a result of the survey. Home economics teachers in Oklahoma are improving their planning by participating in a management-by-objectives system. Closed circuit TV lessons were given at different sections in the State of Kentucky in helping teachers to be familiar with the use of new appliances provided by the electric cooperatives in that State. In Vermont for two years, a one-day workshop on consumer education has been planned for home economics teachers and extension workers. Business education teachers are also invited. Inservice meetings of teachers in Alaska are held jointly with the annual convention of the State home economics association.

Each summer at the University of Delaware a four-weeks credit workshop is held for occupational home economics teachers. A different occupational area is the focus for each workshop. During the first week the teachers

spend time on becoming up-to-date on subject matter background and curriculum. The other three weeks are spent observing in three different job situations related to the occupational area being studied.

A shortage of occupational teachers in Georgia was overcome by placing consumer and homemaking teachers on extended time contracts and salaries during the summer months and helping them secure jobs in agencies, businesses or industries during that time. The purpose was to make it possible for these teachers to have a depth work experience in an occupational area in which they would teach as a part of their preparation for the teaching of occupational home economics.

SUMMARY

Vocational home economics education programs have progressed in their two-pronged purpose--to prepare for the occupation of homemaking and for family life, and in training personnel in home economics-related occupations. Home economics educators are active participants in career education developments.

Consumer and homemaking programs are helping students stay in school. They help middle school, secondary and postsecondary youth, and adults to improve their competence as consumers and their nutritional habits. They offer realistic preparation for managing a home and family along with a job outside the home. The changing roles of men and women increase the importance of both having preparation for home and family responsibilities. Special attention is being given to preparation for parenthood for both men and women.

Adaptations and innovations in offerings are meeting the special needs of those who live in the inner cities, in the poor rural areas, and of those who are migrants, Indians, Chicanos, and others with cultural differences. Physically and mentally handicapped individuals are being served through programs especially planned for them.

Occupational home economics programs have been expanding in the wide variety of occupations for which training is offered, and in the numbers of secondary, postsecondary and adult students being served. Cooperation has been established with many different agencies, businesses and industries in helping to train workers.

The Future Homemakers of America - HERO programs and projects add another avenue for teaching-learning. Youth who participate gain in the ability to take responsibility and in leadership skills.

Ancillary services, including curriculum and instructional materials development, and preservice and inservice teacher education, have progressed in supporting the expansion of vocational home economics education programs, as a part of a total program in vocational education.

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